UP 546 Land Use Policy and Planning

SYLLABUS¹

Class Meetings: ONLINE-Synchronous; Mondays & Wednesdays, 2:30 PM – 3:50 PM
(Zoom meeting links are available through the Illinois Compass course page)

Instructor: Arnab Chakraborty PhD, Professor and Associate Dean
arnab@illinois.edu, 217-244-8728
Office Hours: Tuesdays, 1:30 pm-2:30 pm (Zoom) or by appointment

PURPOSE AND GOALS

The purpose of this course is to explore ideas underlying land use policy and planning, primarily in the United States, both from theoretical and applied perspectives. While techniques for practice of land use planning will be covered, the main focus will be examining why and when land use interventions are appropriate. The course is intended primarily for graduate students in Urban and Regional Planning, but is also open to graduate students with appropriate background and interests from Geography, Information Science, RST, Law, Landscape Architecture, and relevant social sciences. The course assumes that all students have some basic knowledge of local land use planning processes and tools.

The course objectives are to understand the:

1. **values and ideas that underlie the practice of land use planning.** We will look at the range of values, laws, and interest that drive land use policy and planning. Land use planning has various purposes, and each has its proponents. Public debates about land use planning typically echo the themes covered in this course.

2. **variety of approaches to land use policy and planning.** We will explore a range of strategies, theories, administrative structures, regulatory and non-regulatory approaches, geographic scope, and jurisdictional scope of land use policy programs. Readings will explore U.S. and international applications, and research on efficacy. Exposure to the wide array of possibilities will help you be more creative in devising solutions to land use dilemmas.

3. **contemporary issues and approaches.** Readings will cover a range of topics that implicate land use policies including affordable housing, urban informality, climate change, and shrinking cities. Our discussions will critically examine research papers, consider practical applications, and imagine future possibilities for the field.

Land use policy is a broad field and this course does not promise to be a comprehensive exploration of all aspects of land use policy. Rather, the focus will be to stimulate thought and provide you with additional intellectual tools to make you a more knowledgeable and creative professional and/or researcher.

¹ Syllabus is subject to revision.
COURSE ORGANIZATION

Schedule Overview

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<td>Land Use, Race, and Ethnicity</td>
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A detailed list of readings assignments to complete prior to each session is included later in the syllabus. Readings include journal articles, book chapters, professional reports, and actual plan or policy documents. PDF of all readings will be either provided through Compass or are linked in this syllabus.
FORMAT AND EXPECTATIONS

The course is designed as a synchronous online seminar. This means that we are going to learn and discuss the material together. The instructor will not lecture. Students are expected to do most of the talking. The instructor’s role is to provide some context for the topic and then to intervene when necessary, to prompt discussion, to referee, or to bring discussion back to the theme of the day. Expect to read an average of approximately 150 pages per week. You will be expected to complete all the assigned readings, turn in your written reactions in advance, and participate in discussions. Finally, given the relatively small size of the class and to facilitate discussions and feedback, students are expected to keep their cameras ON (if this will be a challenge for you, reach out to the instructor to discuss; please don’t simply turn your camera off).

Student contributions will consist of the following:

**Reading reactions (30% of the final grade):** Prior to each class session, you will submit written reactions to that day’s assigned readings. These are expected to be a very brief synthesis (about 150-250 words) of your reactions to the overall set of readings for the session (i.e. do not submit summaries of readings or write reactions to every individual piece of reading). Ideas for what you might address include: what you like/dislike about the readings; identify some aspect of the readings that made an impression on you (new fact, enlightening observation, new twist to an old idea, writing style, etc.); or note something you did not understand. You may also include one or two questions you would like to discuss in the class. For full credit, submit your reactions 60 minutes prior to the class session (i.e. by 1:30 PM) on designated Illinois Compass Discussion Board (“Reading Reactions”).

**Participation in class discussions (30% of the final grade):** The most important part of this course is your participation. You need to complete the assigned readings and come prepared to offer your opinions, praises, critiques, confusion, excitement, disinterest. To begin the discussion for each reading, the instructor will randomly call on one or two students to share their thoughts on each reading. This initial “ice-breaker” should then stimulate open discussion [please don’t just agree with the first speaker’s comments!]. Some sessions may involve other interactive activities or guest lectures. Your participation grade will be based on your demonstration of knowledge, thoughtful and relevant contributions, and ability to engage others.

**Integrative essays (30% of the final grade):** Three brief essays are due at designated points during the semester. Essays are intended to integrate some themes related to topics covered during that portion of the course, and an opportunity for you to further explore a topic of interest in greater depth. You should be able to draw significantly on your reading reactions to get started with these, including reusing your own prior writing. A goal would be to synthesize relevant ideas and to extend them to address questions that may be of interest to you. You are encouraged to refer to additional articles, plans, and studies in your essays. Each essay is expected to be about 1000 to 1,500 words plus references and any graphics.

**Current events/discussion co-lead (10% of the final grade):** Each student will be assigned two-to-three class sessions to serve as discussion co-lead with the instructor. Discussion co-leading is intended to be a low effort and engaging experience. The assigned student will be responsible for submitting a current news item related the session’s topic. “Current” is defined as something preferably published within the last two years. For example, you may find a news article that provides an update regarding a policy under discussion or that presents a controversy or difficult issue in a community with respect to the session’s topic. The article/link(s) will be shared through the designated Illinois Compass Discussion Board (“Current Events”) at least one day in advance. During the last-third of the class session, the instructor will invite the student to co-facilitate a discussion on the shared article.
READING ASSIGNMENTS

1. **January 25: Course Overview**

Logic of this course, introductions, and syllabus review.

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**PART I: VALUES**

2. **January 27: Land Use and Social Values**


3. **February 1: Land Use and Legal Values: Property Rights**


   Freyfogle, Eric. 2007. *On Private Property: Finding Common Ground on the Ownership of Land*, Beacon Press, Boston. Introduction (pp. vii-xxi); Chapter 1 – Correcting the Half-Truths (pp. 1-28); Chapter 4 – Property’s Functions and the Right to Develop (pp. 84-104).

4. **February 3: Land Use and Economic Values: Tax Policies and Land Use Policies**


5. **February 8: Land Use and Environmental Values**


6. **February 10: Local Growth, Politics, and Planning Structures**


7. **February 15: Land Use, Race, and Ethnicity**


8. **February 17: No Class: UIUC Day OFF**

***Essay 1 due Friday 2/19 at 5pm***

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**PART II: EVOLUTION OF LAND USE POLICIES**


Chapter 2 – The Nation Tackles Pollution, pp. 25-51.
10. **February 24: The “Quiet Revolution”**


11. **March 1: Urban Sprawl: Measurements and debates**


12. **March 3: Regional and Local Growth Management —Mid 70s and 1980s**


13. **March 8: State and Regional Growth Management in the 1990s**


14. **March 10: “Smart Growth”, post-2000s**


15. **March 15: Regional planning in the 21st century**

Seltzer, Ethan, and Armando Carbonell, Editors. 2011. *Regional Planning in America: Practice and Prospect*. Lincoln Institute of Land Policy, Cambridge MA. Chapter 3 – Foster, Kathryn A., A Region of One’s Own (pp. 53-80); Chapter 7 – Knaap, Gerrit-Jan and Rebecca Lewis, Regional Planning for Sustainability and Hegemony of Metropolitan Regionalism (pp. 176-221).


16. **March 17: Scenario Planning for Land Use Policy**


17. **March 22: Review Session**: Time for independent work, no class meeting.

Suggested readings:
- Checkout APA’s knowledge-base for more resources on scenario planning. [https://www.planning.org/knowledgebase/scenarioplanning/](https://www.planning.org/knowledgebase/scenarioplanning/)
- Also, checkout USEPA’s Smart Growth portal for resources on more policies and assessment tools: [https://www.epa.gov/smartgrowth/smart-growth-publications#smart](https://www.epa.gov/smartgrowth/smart-growth-publications#smart)

18. **March 24: No Class: UIUC Day OFF**

***Essay 2 due Friday 3/26 at 5pm***
PART III – CONTEMPORARY ISSUES AND APPROACHES

19. **March 29: Land Use in the COVID-19 Era**


20. **March 31: Zoning Restrictions and Affordable Housing Production**


21. **April 5: Are Zoning Reforms Coming?**


Comments on Manville et al. (2020): Searle et al.; Yerena; Chakraborty; Kendig; Knaap and Finio; Etienne.


22. **April 7: What Makes a “Great Neighborhood”?**


Responses/Comments by:
23. **April 12: Land Use in an Autonomous Future**


Jeremy Crute, William Riggs, AICP, Timothy Chapin, Lindsay Stevens, AICP Planning for Autonomous Mobility; PAS Report 592

24. **April 14: Smart Cities and the Sharing Economy**


25. **April 19: Shrinking Cities**


26. **April 21: Review Session**: Time for independent work, no class meeting.

Suggested reading(s):

Checkout [https://www.biophiliccities.org/covid19-research](https://www.biophiliccities.org/covid19-research) for community efforts that are trying to foster activities in nature.

Also, check this out about an early article about scenario planning application in pandemic preparation: [https://www.csis.org/analysis/we-predicted-coronavirus-pandemic-heres-what-policymakers-could-have-seen-coming](https://www.csis.org/analysis/we-predicted-coronavirus-pandemic-heres-what-policymakers-could-have-seen-coming)
27. **April 26: Urban Informality**


28. **April 28: Land Use and Climate Change**


29. **May 3: Land Use in 2021 and Beyond**


[Additional readings TBD – student suggestions welcome.]

30. **May 5: Course Wrap up**

***Essay 3 due Monday 5/10 at 5pm***

Please note:
- Additional suggested readings are intended to provide students more information or a deeper dive into the session’s topic. Students are encouraged to suggest interesting articles or information about any related topic through the Illinois Compass Discussion Board.
- Review sessions are intended to be time for independent work and for catching up. There will be no class meetings on those dates. Suggested readings included for those sessions attempt to link themes from multiple sessions.
- Some class sessions will include guest speakers and activities around the day’s topic. Additional information will be provided as they become available.
COURSE POLICIES AND RESOURCES

Readings: All readings will be available through the Illinois Compass website or are accessible through hyperlinks on the syllabus: https://compass2g.illinois.edu. Some files may require VPN when off campus (https://techservices.illinois.edu/services/virtual-private-networking-vpn/details). Assistance with navigating Compass 2g is available here: http://ondemand.blackboard.com/students.htm

Deadlines and grades: Please note the deadlines for all submissions. I recommend adding these to your calendar. Late submission will incur an initial 10% penalty and additional 10% penalty for every 24 hours thereafter. Late submission penalty may be waived in certain situations, such as for sudden and/or severe illness or family crisis. Please let the instructor know about any possible delays as early as possible. Final grades will be assigned as follows:

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Counselling Center: Resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center (https://counselingcenter.illinois.edu/) is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

Disability Services: This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide (http://disability.illinois.edu/disability-resource-guide) for more information and inform the instructor of any requests at the beginning of the semester.

Diversity: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article 1—Student Rights and Responsibilities for further details.

Academic Integrity: Please be aware of the university guidelines regarding academic integrity, which can be found under Article 1, Part 4 of the student code (https://studentcode.illinois.edu). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/material, fabrication of information, plagiarism (presenting someone else’s work from any source as your own such as copying someone else’s post), and so on. All forms of academic dishonesty will be reported to the student’s home department and the College of Fine and Applied Arts.
Irregular Attendance: Class attendance is expected of all students at the University of Illinois, however instructors must reasonably accommodate a student’s religious beliefs, observances, and practices in regard to class attendance and work requirements if the student informs his or her instructor of the conflict within one week after being informed of the attendance or work requirements. It is the instructor’s decision as to when a student’s absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an irregular attendance form to the Associate Dean of the student’s college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See Rule 1-501 and Rule 1-502 in the Student Code for more information.

Software: Software used in this course are accessible to students through DURP Remote server: https://static.ics.illinois.edu/remote-list/. Software are also available from AnyWare, a virtual desktop environment allowing student to access licensed software whether remote, on campus, or in class. Some software are available for free download for students (Adobe Cloud, Office 365).